

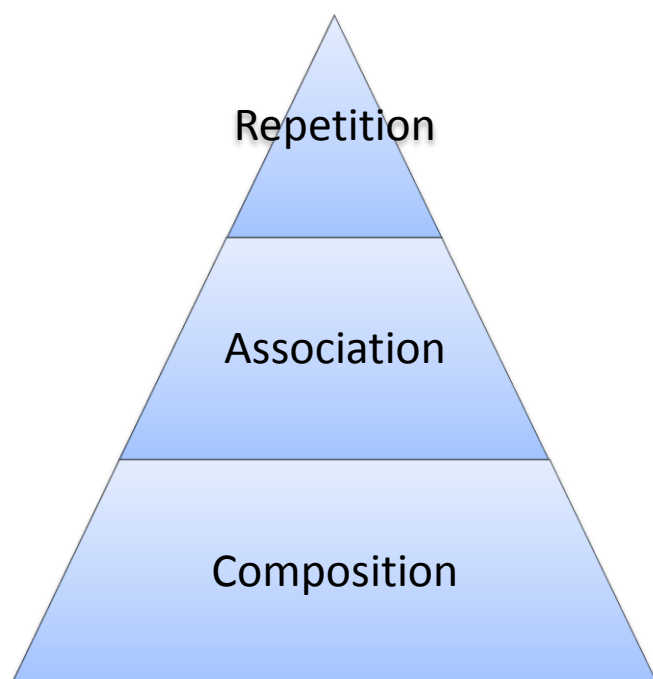
Rank's Intensify/Downplay schema

Hugh Rank has described a very simple model of persuasion where he describes the two basic (and opposite) patterns of intensification and downplay that are common to many persuasive situations.

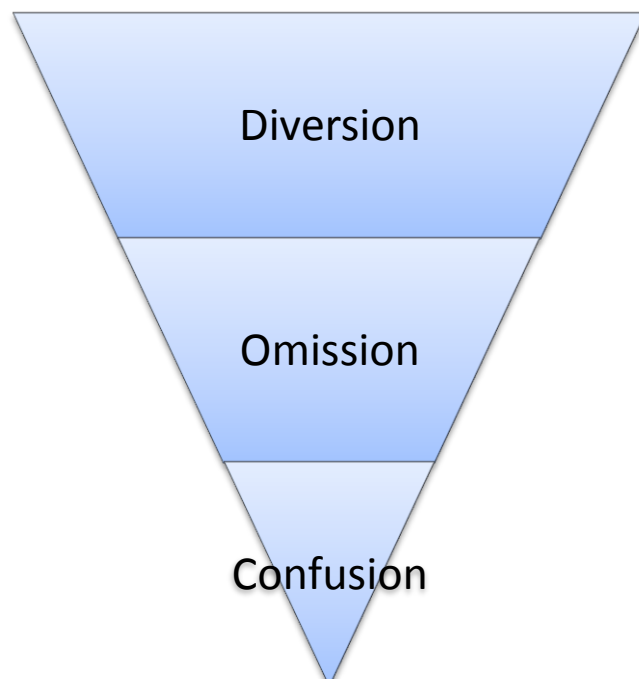
Adapted from : Rank, H. (1976). *Teaching about Public Persuasion*, In Daniel Dietrich (ed.), *Teaching about Doublespeak*, Illinois: National Council of Teachers of English

http://changingminds.org/techniques/general/overall/rank_schema.htm

INTENSIFY



DOWNPLAY



Intensify

What is it?	How does it work?
<p>The persuader/ author tries to increase the significance of elements of the message so that the reader/ viewer/ audience will take the message more seriously or see it as more important.</p>	<p>Repetition</p> <p>Repeating a word or visual pattern so that it will be remembered and/ or accepted.</p> <p>This leads the text reader/ viewer/ audience to believe that something is true or important.</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> repeated words, sounds, visual elements, patterns (through either direct repetition or repetition of similar words, sounds, visual elements, patterns)
	<p>Association</p> <p>Linking or connecting information in a text to something or someone that is desirable or something that is feared. This can be done through words, visuals, or auditory details.</p> <p>The connection may be directly stated or implied.</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> ideas, words, visuals that are may be symbolic of abstract ideas e.g. a maple leaf to represent patriotism, ticking clock to represent passage of time or urgency use of allusions/ references to people, events, media, pop culture, etc. with which the audience may be familiar appeals to emotions instead of logic
	<p>Composition</p> <p>Organizing or constructing a message in order to have a specific impact.</p> <p>The message (what is desired) may be directly stated or implied or its opposite may be stated or implied.</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> Notice where words, visual elements, and ideas are placed in a message/ text. Things that are at the beginning of text or paragraphs and things that are at the end tend to be the ones that are emphasized for readers or viewers. Note how much space or text the words, visual elements, and ideas take up.

Downplay

What is it?	How does it work?
<p>The persuader/ author tries to decrease attention on details or ideas so that the reader/ viewer/ audience see specific information as unimportant or not worth consideration.</p>	<p>Diversion</p> <p>Distracting the reader, viewer, listener away from information which may be a required part of the message. This may be accomplished by reducing the audience's attention to a part of the overall message. E.g. an expiry date on a carton of juice</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> • Small or hidden text or visual element or warnings at the end or embedded in a verbal message • Think about how the message would be different if elements were moved, reduced, or expanded.
	<p>Omission</p> <p>Saying nothing about the things that go against a message or claim.</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> • Consider what is missing from the text or message? • Consider points of view or interests that are not considered or make up a small percentage of the overall message.
	<p>Confusion</p> <p>Creating uncertainty or misunderstanding around information the audience members may already believe or know.</p> <p>The message (what is desired) may be directly stated or implied or its opposite may be stated or implied.</p> <p><u>Look for/ Listen for:</u></p> <ul style="list-style-type: none"> • Use of complex or obscure data • Words or visuals which ask questions or create uncertainty in audience